

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING  
COMMITTEE ON ACCREDITATION  
CCTC/NCATE 2000 STANDARDS COMPARISON CHART  
September 30, 2001**

CCTC STANDARDS	NCATE STANDARDS
COMMON STANDARD 1 EDUCATION LEADERSHIP	
<p>A The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators.</p> <p>B All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty</p> <p>C Institutional leadership fosters cohesiveness in management;</p> <p>D Delegates responsibility and authority appropriately;</p> <p>E Resolves each professional preparation program's administrative needs as promptly as feasible;</p> <p>F Represents the interests of each program in the institution, the education profession, and the school community.</p>	<p>CF.1 Shared Vision - The unit's conceptual framework(s) describes the vision and purpose of a unit's efforts in preparing educators to work in P-12 schools. It is well-articulated, knowledge-based, and consistent with the institution's mission.</p> <p>6.1 Unit Leadership and Authority</p> <p>5.5 Collaboration</p> <p>6.1 Unit Leadership and Authority</p> <p>6.1 Unit Leadership and Authority</p> <p>6.1 Unit Leadership and Authority</p> <p>6.1 Unit Leadership and Authority</p> <p>6.1 Unit Leadership and Authority</p>

<u>COMMON STANDARD 2</u> <u>RESOURCES</u>	
<p>A Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences.</p>	<p>6.2 Unit Budget</p> <p>6.3 Personnel</p>
	<p>6.4 Unit Facilities</p> <p>6.5 Unit Resources Including Technology</p>
<p>B Library and media resources, computer facilities, and support personnel, among others, are adequate.</p>	

<b><u>COMMON STANDARD 3</u></b> <b><u>FACULTY</u></b>	
<p>A Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program.</p> <p>B Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity.</p>	<p>5.1 Qualified Faculty</p> <p>3.2 Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</p> <p>6.3 Personnel</p>
	<p>CF.4 Commitment to Diversity - The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates to support learning for <b>all</b> students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.</p> <p>4.1 Design, Implementation, and Evaluation of Curriculum and Experiences</p> <p>4.2 Experiences Working with Diverse Faculty</p> <p>5.2 Modeling Best Professional Practices in Teaching</p>
	<p>5.7 Unit Facilitation of Professional Development</p> <p>6.2 Unit Budget</p> <p>6.3 Personnel</p> <p>6.4 Unit Facilities</p> <p>6.5 Unit Resources Including Technology</p>
<p>C The institution provides support for faculty development, and recognizes and rewards outstanding teaching.</p>	<p>5.6 Unit Evaluation of Professional Education Faculty Performance</p> <p>2.3 Use of Data for Program Improvement</p>
<p>D The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.</p>	

<b><u>COMMON STANDARD 4</u></b> <b>EVALUATION</b>	
<p>A The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed.</p>	2.3 Use of Data for Program Improvement
	2.2 Data Collection, Analysis, and Evaluation
	2.1 Assessment System
	3.3 Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions To Help All Students Learn
<p>B Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.</p>	3.1 Collaboration between Unit and School Partners
	2.1 Assessment System
	2.2 Data Collection, Analysis, and Evaluation

<b>COMMON STANDARD 5 ADMISSIONS</b>	
A In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures <b>(including all Commission-adopted admission requirements)</b> that utilize multiple measures.	2.1 Assessment System
	2.2 Data Collection, Analysis, and Evaluation  <b>(Need attention to Commission-adopted admission requirements)</b>
B The admission of students from a diverse population is encouraged.	CF.4 Commitment to Diversity - The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates to support learning for <b>all</b> students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.
C The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.	4.3 Experiences Working with Diverse Candidates
	2.1 Assessment System
	1.1 Content Knowledge for <i>Teacher Candidates</i> and <i>Other Professional School Personnel</i>
	1.2 Content Knowledge for <i>Other Professional School Personnel</i>
	2.1 Assessment System
	2.2 Data Collection, Analysis, and Evaluation
	CF.2 Coherence - The unit's conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

<b><u>COMMON STANDARD 6</u></b> <b>ADVICE AND ASSISTANCE</b>	
<p><b>A</b>      Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement.</p> <p><b>B</b>      Adequate information is readily available to guide each candidate's attainment of all program and credential requirements.</p> <p><b>C</b>      The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.</p>	<p><b>Not directly addressed</b></p> <p>6.3      Personnel</p> <p>2.1      Assessment System</p> <p>2.2      Data Collection, Analysis, and Evaluation</p> <p>2.3      Use of Data for Program Improvement</p> <p><b>Not directly addressed</b></p>

<b>COMMON STANDARD 7 SCHOOL COLLABORATION</b>	
<p>A For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel</p> <p>B For guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale. (For each credential area, candidates are required to complete approved programs based upon the Commission's Standards, including Field Experience Standards.)</p>	<p>5.5 Collaboration</p> <p>5.1 Qualified Faculty</p> <p>3.1 Collaboration between Unit and School Partners</p> <p>6.3 Personnel</p> <p>CF.4 Commitment to Diversity - The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates to support learning for <b>all</b> students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.</p>
	<p>3.2 Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</p> <p>6.1 Unit Leadership and Authority</p> <p>CF.6 Candidate Proficiencies Aligned with Professional and State Standards - The unit's conceptual framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards</p> <p>CF.2 Coherence - The unit's conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.</p>



COMMON STANDARD 8 DISTRICT FIELD SUPERVISORS	
<p>A Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential.</p> <p>B District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.</p>	<p>(Embedded in NCATE standards as a part of "Qualified Faculty" - "District Field Supervisors" would need to be specifically addressed as a part of unit response to standards.)</p> <p>3.2 Design, Implementation, and Evaluation of Field Experiences and Clinical Practice</p> <p>5.1 Qualified Faculty</p> <p>5.7 Unit Facilitation of Professional Development</p> <p>6.3 Personnel</p> <p>5.6 Unit Evaluation of Professional Education Faculty Performance (Indirectly)</p>